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I do not advocate such a fallow year for all children, but I do suggest freedom during play hours. With modern children it is all supervision; lessons, preparation, games, all are supervised. There is no time left for natural growth, no time for dreaming those long dreams of youth, no time to be young and spontaneous. So much too is learnt by watching —watching Nature—where the birds build, how the dormouse makes its nest, waiting to see the rabbits play in the twilight, learning by observation the great laws written everywhere for us to read.

On one occasion I was taking a girl for a country walk, when she suddenly asked me what all the holes in the bank were for! She was no longer a child and had left school some years. A fellow-student of a friend of mine at Girton had a horror of mice and remarked that she always wrapped something round her head at night—she was so afraid a mouse might lay eggs in her hair!

Children are creatures of nature; they perceive more than we. The ecstasy of out-door life is still theirs; sight, scent, sound, are all rounded into a mystic sense that makes them one with the sights they see, the sounds they hear—nay more, one with things that never were seen or heard, and only dreamed of in those passing years of childhood. Let them lie on their backs and chew grass, and gaze in silence into the blue beyond the fir trees; whilst we are finding the earth perhaps a little hard they are floating on soft white clouds blown before the breeze into infinite regions no astronomer's telescope has ever gauged. Don't speak; let them drink in the myriad sounds around; the ticking, rustling, quivering, in the low growth; the soft rush of wind in the tree-tops; the grinding friction of tree against tree—with its suggestive moan of winter gales in distant Norwegian forests; the occasional scuttle of creatures in the under-growth; the more homely sounds, the call of labourers to their horses; the pleasant buzz of distant thrashing machine; the bark of a dog. . . . Don't say, "Do you see, do you hear?" They are absorbing it all, making it one with youth, and life, and love; they are storing up—for the later years when life runs less keenly—a beautiful picture of the land of childhood where no intruder may enter and where no one is ever old.

EARLY ARITHMETIC. II.

BY L. H. ENSOR.

To teach notation make columns on slate or paper. The child puts out some number with sticks, say two tens and three. Now make figures to show what you have got (of course the child does all the work). We put figure 3 for the units in the right hand column, and figure 2 for the tens next to it on the left. Whatever goes in that column means tens. That figure 2 means two tens, because it is in the tens column.

Draw a horizontal line underneath your figures and put out something else, say five hundred and three tens and five-and-two. Now write the figures for what you have. Always put the units figure first, then the tens, then the hundreds. The figure for the hundreds goes to the left of the tens figure. That figure 5 means five hundreds. All the figures in that column mean hundreds.

Now read your figures. Five hundred and three tens and five-and-two. Draw a horizontal line always underneath when you have finished representing a set of sticks (otherwise the child will mix the various sets). The figure for units is always written first, then the tens, &c. The figures are put in the appropriate columns. *No noughts are used.* The kind of bundle signified is known by the *column* the figure is in. The child both writes figures for sticks put out, and puts out sticks for figures written by teacher. As long as he can do this, it is not necessary to make him read his figures, if reading them is any trouble to him. If he does read, gradually accustom him to leave out the "and" between tens and units. The words eleven, twelve, &c., are to be scrupulously avoided. 1 in the tens column reads ten, and 1 in the units column reads one. The following examples will make the method clear *to the teacher*. Thousands should not be introduced till the child is familiar with notation as far as hundreds. No noughts must be used while the child works in columns.

(1)	2	8	4	5	(6)	2			7
(2)			6		(7)		4	8	
(3)				9	(8)		6		3
(4)		5			(9)	1		1	1
(5)	3				(10)			1	6

Read :—(1) two thousand, five-and-three hundred, four tens five ; (2) five-and-one tens ; (3) five-and-four ; (4) five hundred ; (5) three thousand ; (6) two thousand and five-and-two ; (7) four hundred and five-and-three tens ; (8) five-and-one hundred and three ; (9) one thousand and ten one ; (10) ten five-and-one.

Do *not* write units, tens, hundreds, on the top of column. The child will look there instead of recognising the column by its position. For this reason also it is well constantly to rub out the figures, especially if you find a tendency to go mechanically by what has been done above.

More important than reading the sets of figures is recognising the value of any given figure. Thus a 5 in the hundreds column is not five, but figure five hundred ; a 2 in the thousand column is figure two thousand ; a 7 in the units column is figure five-and-two (where no bundle is named we always mean units, we do not need to say the word) ; a 3 in the tens column is figure three tens. Practise this. The child should recognise instantly the value of a figure by its position, thus, 3 in the tens column cannot be anything but figure three tens. Afterwards any sets of figures will do for practice, there are plenty to be found in arithmetic books, any book will do (only see that the child is familiar with printed figures, and let him practise on the slate first, see also below). Take this for instance :—1 2 3 4 5 6 7 8 9 ; the teacher points say to the 6, which is pronounced to be figure five-and-one thousand by the child ; in 2 4 6 8 9 5 7 1 3 ; the 1 is figure ten. In 3 4 6 0 1 ; the 6 is five-and-one hundred. *No notice* is taken of the figures denoting larger bundles, except to pile up as many thousand bundles as you have, and remark that the next figure to the left means bundles of ten thousands, and so on. It will be noticed that I have suddenly left the use of columns. As a matter of fact the main point for the present is to get a figure recognised easily by its position, and as soon as a child thoroughly understands notation in columns he can be taught to recognise that a figure which has two figures to the right of it is in the hundreds place, and so on. Work at it in this way. Put down say 3 4 7 without columns, and let the child put it out with sticks, units first. If there is any difficulty, indicate the columns lines between figures, rubbing them out when recognised. *Rub out* that set of figures and put a similar set ; and so on until known, then introduce thousands. Avoid all numbers to represent which noughts are necessary. Then practice recognising any particular figure, and so on as indicated before. Where a nought occurs in the printed figures, don't point to that, as we have not had noughts yet. Besides, it is only there to fill up a space, and should never at any time be selected for recognition. It should be noted that possibly the child will confuse the two expressions "figure 2" and "two figures." You might make a point of avoiding figure 2 carefully when teaching the child to do without columns. The confusion arises I think from the fact that the customary order of words has not yet become customary to the child, and "figure 2" and "two figure(s)" sound to him the same thing. You will of course explain to him that by two figures you mean two separate marks on the slate. If you have carefully distinguished always between numbers and the marks that represent numbers the point will soon be clear. Don't for the world suggest this difficulty if it does not occur, but it is a thing that might very well trouble a child without the teacher knowing what was muddling him.

Finally, let the child put out, say, four hundred and five-and-one, with sticks. Let him write the figures without columns. He writes the units figure first. Now he must fill up the tens space with figure nothing so as to get two figures to the right of the hundreds, and so on. I don't think there will be any difficulty (see below). Let him see clearly that the noughts are put in simply to fill spaces so that the figures representing the sticks he has before him may be in their right places. There is no need for them when we have the columns. He had better put some numbers out both ways, with the columns and without. There will be no figure nothings in the columns, they are not wanted there. They are wanted when we have no columns, wanted to fill spaces, so that the figures which mean something may be in their right places. Afterwards, if the child is one that "picks up" knowledge out of school, it will be well to give practice in recognising figures where noughts occur. The child will find no difficulty, unless he has "picked up" some arithmetic, but it is just possible that the teacher will not be so clear. The following figures are given for the teacher to refer to, if need be :—

(1) 1043 (2) 520 (3) 706 (4) 8009

Here we have one thousand, two tens, three, four tens, five hundred, five-and-one, five-and-two hundred, five-and-three thousand, five-and-four.

Any further work at this stage is waste of time, and if the child has any difficulty in *writing* such expressions as require noughts, let him leave it for the present. What is necessary is to recognise instantly the figure in any particular position, and to associate that figure with the actual number of concrete units, tens, hundreds, thousands, as the case may be. For this plenty of practice with the sticks will be required. Don't forget the only numbers known by name are one, two, three, four, five, ten, a hundred, a thousand. Beware of six, eleven, twenty, &c. But if the child has outside sources of information you may find it well to remark, when occasion calls for it, that "twen" means two, and "twenty" is a short way of saying "two tens." Perhaps this is as good a place as any to give a caution against too long lingering over any step when grasped. Nothing is gained here by constant practice of the same thing ; progress will be secured by going forward while keeping in touch with what has already been mastered. The strongest impressions are made by recurrent periods of rest or advance and wise recapitulation.

Now we are ready to analyse five. Make sure first that the work described in Paper I. is thoroughly mastered, and fresh in the mind. Take out a five (of course the child does everything) ; divide it ; with your left hand take three. What is left for your right hand ? Leave the three and two with a space between. Take out another five ; divide it, taking with your left hand two. What is left for your right hand ? Arrange the two (left) under the three (left) and the three (right) under the two (right). Take out another five. Now have the three on left again, and so on until you have got five or six threes and twos under each other. Now begin at the bottom, and draw the sticks together again with both hands, the three and two joining again to make five, and so on all the way up, and you have your fives again. As you draw each three and two together, say "Five is three and two"

(*is* because the idea is five as a unity). Now put the fives back. Take out two. What do you want to make that into five ? Take it out with the other hand and put it with the two, say, "Five is three and two." Take out three and proceed as before. Do the same with four and one throughout. Finally ask what must you put to two to make five ? To one ? To three ? To four (vary the order of course) ? Do not be surprised if the child is unable to tell what is wanted without actually seeing the two or one or three or four sticks which have to be made into five, but train him to answer without actually putting out any sticks. (If you find the child slow at learning to answer without seeing the sticks, leave it for the present). Work very carefully, letting him constantly actually handle the sticks so that he remembers acts, not words. We want him to remember that two sticks and three sticks make five sticks, to remember seeing the two sticks and three sticks joining into five sticks, not to remember the words "two and three make five."

When five is known, analyse four into two twos and three and one, working in the same way ; then analyse three into two and one, and two into one and one. Finally, he should be able to answer readily how many more he wants to make two into four, one into five, &c. If he is slow it will do if he can answer when he *sees* the two that is to be made into four, or the one that is to be made into five. At this stage he only needs to be able to answer the question how many more he wants. He does not require to know that two and two make four ; only that you want two more to make two into four. Don't trouble him further. When the numbers up to five are analysed and known, put out five and two (the five will always be on the left hand of course). How many more do you want to make it into two fives ? Put out the three with the two. Now you have two fives, tie it up (substitute), put out five and one and proceed as before ; put out five and four ; five and three ; five (five wanted ; you can put out with right hand, if you like ; this will come naturally here), in each case making up the ten. Put out four. How many more do you want ? (Five and one). Put out five with the left hand, on the left side of the four, with the space between, and with the right hand put one along with the four, then tie up, and so on.

Whenever a whole five is wanted, take it out with the left hand, and with the right hand take out whatever else is wanted and put it with the loose ones (i.e., those less than five) you have already, if any. (But when you have five already and require another five to make ten, its natural place is on the right.) There is of course always a space between a five and anything else. No space is ever left between groups of sticks less than five (you will find an apparent exception lower down, but it is an exception only in appearance); for example, if you have five and two and want five and four (as you will, not just now, but further on) put the two that you add close up to the two that is there, leaving no space between the parts of the four. You must never have more than five without a space between the five and the rest, and you must never have a space between any groups less than five. Run such groups together at once (if they should occur, as they have no right to do), or if together they make more than five, run them at once into five and the loose ones. Such groups as three and four for instance are not to be tolerated; they must be run instantly into five and two. To return to making up tens. To make one into ten, put out five with left hand, and with the right hand put four together with the one, making two fives with the space between. To make two into ten, put out five with the left hand and with the right put three with the two, and so on. Practise with tens and hundreds as well as with units, being careful to talk about four tens, ten tens, &c., not plain four, ten, as with units. Practise (don't take the numbers in arithmetical order) till the child can say readily what is wanted to make two fives or ten. Use the expressions "two fives" and "ten" interchangeably so that they both are familiar and mean the same thing. With the bundles, you had better only use the expressions "ten tens," "ten hundreds," but see that *ten* means to the child two fives. Only a quick child will be able to answer without seeing the sticks which have to be made into ten; but it will be enough at this stage if the child knows what to add to the sticks he sees. When he answers without seeing, he must remember seeing and doing, not words.

(*To be continued.*)

NURSERY MANAGEMENT.

BY A NURSE.

II. CLEANLINESS AND CLOTHING.

CLEANLINESS is of the utmost importance both in the surroundings and habits of the inmates of the nursery.

Infants require and must be early trained to be clean in their habits; this must be done by systematic holding out at regular intervals, until eventually the child will feel uncomfortable in a wet or soiled napkin.

In the same way to older children there are many cleanly habits to be inculcated. For instance, putting the hand before the mouth when yawning or coughing, using a handkerchief when sneezing, also to know that a serviette and a handkerchief are not one and the same thing or to be used for the same purpose. Further, that it is not clean to use a handkerchief as a duster, or to use a tooth brush to scrub the furniture with!

Then, to make a child clean about feeding himself, one must begin to teach that lesson from the way in which you feed him, do it neatly and slowly, never overlooking the least mess on feeder or cheek. If in this way you show the utmost care a child will naturally feel the discomfort of spills and will at least try to be most careful and clean.

The greatest of all aids to perfect bodily cleanliness is bathing and washing. Each child should be thoroughly bathed all over once a day, and to my mind this is best done at night, and for these two reasons:—

I. All children must of necessity perspire to a certain extent each day, as also must they get more or less dirty. By bathing on going to bed all the pores of the skin are opened and cleansed and the child goes into bed cool and clean, therefore less liable to form bad habits of scratching or fidgeting himself.